

TASK FORCE ON BEST PRACTICES IN SPECIAL EDUCATION  
AND BEHAVIOR MANAGEMENT

The Task Force on Best Practices in Special Education and Behavior Management held a meeting at the Arizona Department of education, 1535 W. Jefferson, Room 417, Phoenix, Arizona, on July 16, 2009, from 1:00 pm to 2:30 p.m.

Members Present

Roberta Brown  
Daniel Davidson (by teleconference)  
Teri Rademacher (by teleconference)  
Michael Remus, Chairperson  
Holly Reycraft

Others Present

Lynn Busenbark, ADE/ESS  
Candice Trainor, ADE/ESS

Members Absent

Sylvia Cohen  
Kali Fedor  
Melissa Fields  
George Huggins

Minutes approved (As Read) (As Amended)

Chairperson: \_\_\_\_\_  
Signature Date

Topic	Discussion	Assigned Tasks
1. Roll Call	<p>Dr. Busenbark, ADE/ESS Support Staff for Task Force, began the meeting by reading the descriptions of required members of the Task Force and identifying each member. Task force members introduced themselves with respect to the role they fulfilled.</p> <p>1. A principal of a school in a school district in this state or of a charter school in this state or a superintendent of a school district or charter school – George Huggins, not present.</p> <p>2. A parent of a child with one or more disabilities – Holly Reycraft, present.</p> <p>3. A person with experience or training, or both, in applied behavior analysis – Daniel Davidson, participation by teleconference.</p> <p>4. A special education teacher who is employed by a school district or a charter school in this state – Kali Fedor, not present.</p> <p>5. A teacher who is employed by a school district or a charter school in this state, who is not a special education teacher and who has experience with disabled pupils in a regular classroom setting – Melissa Fields, not present.</p> <p>6. A director of a special education program of a school district in this state – Michael Remus, present.</p> <p>7. An employee of the department of education who is assigned to the division of special education and who has experience in special education classrooms or who has other related special education experience – Roberta Brown, present.</p> <p>8. A psychologist who is employed by a school district or charter school in this state – Sylvia Cohen, not present.</p>	1. None.

Topic	Discussion	Assigned Tasks
	9. A parent information network specialist who is associated with the parent information network operated by the special education division of the department of education – Teri Rademacher, participation by teleconference.	
2. Presentation and discussion regarding SB1197.	<p>Dr. Busenbark explained the purpose of the task force.</p> <p>Senate Bill 1197 was passed by both houses and signed into law by the governor. It has an emergency clause, which puts the law into effect immediately.</p> <p>According to the statute, the task force shall examine, evaluate and make recommendations concerning the best practices for managing the behavior and discipline of pupils with disabilities including the following:</p> <ul style="list-style-type: none"><li>• a list of prohibited disciplinary action,</li><li>• mandatory or recommended training for special ed. teachers and classroom aides,</li><li>• parent notice requirements concerning disciplinary actions.</li></ul> <p>The report must be submitted to the State Board of Education, the State Board for Charter Schools, the Governor, the Speaker of the House and the President of the Senate, by August 20, 2009.</p> <p>By June 30, 2010, each school district and charter school in the state must conduct a public meeting to review and consider the adoption of the Best Practices Recommendations developed by this task force. The statute stipulates that a governing board of the district or charter school may modify the best practices recommendations if they determine that is appropriate for their circumstances.</p>	2. None.

Topic	Discussion	Assigned Tasks
3. Presentation and discussion regarding the Task Force's approach and methodology for the development of the final report.	<p>Mr. Remus, Chairperson, welcomed and thanked everyone for serving on the Task Force.</p> <p>Mr. Remus began the discussion by asking each of the Task Force members to articulate the goals they had for the outcomes of the document. Ideas brought forth from the group include:</p> <ul style="list-style-type: none"><li>• Referencing documents already produced by state-wide or national organizations.</li><li>• Focusing on appropriate and consistent training practices within school districts and charters – too often schools encounter training methods that have been watered down for cost cutting measures. It is important to maintain fidelity to the programs that have been chosen by the schools and ensure consistency in training and implementation.</li><li>• Reporting of incidents to parents and school administration needs to be done through a medium that allows for immediate notification of parents and accurate reporting to school administrators.</li><li>• Consideration of prevention and/or intervention models that would be implemented at the school level.</li><li>• Consideration of the climate of the school to determine whether the school promotes a proactive or reactive response to challenging behaviors.</li><li>• Recommendations of best practices and providing clear guidance to schools so that they may make good, informed decisions and develop appropriate policies that meet the special circumstances that each Public Education Agency finds itself in.</li></ul> <p>The next item brought forward was a proposed outline created by the ADE staff appointed to support the Task Force, Lynn Busenbark. The outline was distributed to members present at the meeting and sent via email to the members participating by telephone conference. A copy of the outline will be posted along with the minutes of this meeting. The proposed outline was read</p>	3.

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	<p>through by the Chairperson, Mr. Remus, and discussed briefly after reading.</p> <p>Dr. Davidson proposed the use of web-based word processing application called Google docs to allow for the revision and editing of a collaborative document. Dr. Busenbark expressed that the creation of a web-based document may potentially violate the rules according to Open Meeting Laws. Instead, it was proposed that each member of the Task Force could submit their changes or ideas about the document to Dr. Busenbark who would then synthesize the changes and distribute them to the group. Mr. Remus invited members of the group to collaborate with Dr. Busenbark in writing individual pieces of the document. Members were cautioned about communicating with anyone other than Dr. Busenbark or Ms. Trainor via email as that could potentially violate the Open Meeting Law.</p> <p>Dr. Davidson offered a brief outline of the material he had prepared for the task force. Dr. Davidson's outline begins with a Summary of Findings, many of which are taken from other documents or publications that are available from other states, resources and groups.</p> <p>The Summary of Recommendations includes three general headings: Prevent, Prohibit and Report.</p> <ul style="list-style-type: none"><li>Prevent problem behaviors and situations that lead to restraint and seclusion through improvements in whole school practices, and individual intervention plans, and staff training.</li><li>Prohibit specific techniques that have been linked to injuries or deaths while also specifying requirements for other non-banned crisis response procedures.</li><li>Report individual instances of crisis response procedures to parents and administrators, as well as summary data on use of those procedures over time, so people are using that data to make informed decisions on how to reduce these instances further.</li></ul>	

Topic	Discussion	Assigned Tasks
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- Prevent
  - School practices and climate
    - Positive behavior support and school safety and other things
  - Quality behavior intervention plans
    - We need to discuss as a group that there is a difference between setting a standard and another thing to provide resources to schools to meet that standard.
  - Staff training
    - Not just on crisis management, but training in school wide PBS to make sure that kids and staff are in climates where prevention is the norm rather than reaction
- Prohibit
  - Banned procedures
    - Many of the national, federal recommendations are saying that seclusion should be banned. That is different from time-out.
    - Prone restraints that can interfere with students breathing.
    - Some other things
  - Allowable procedures
    - Will be those things that can only be done when there is imminent physical danger or harm
    - Must be provided by people who are trained
    - Must be in the IEP
    - Must also be accompanied by a good behavior intervention plan that lays out strategies to prevent this sort of stuff and talks about what replacement skills are being taught.
- Report
  - Report to parents and school administration about each instance of crisis intervention that happens.
  - Summarize and report to the State the data that has been used, the

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	<p>incidences over the year, lessons learned and strategies that will be used next time.</p> <p>A proposal was made to merge the two documents together and to ensure that all major components were addressed. The Task Force agreed that it would be easier to respond to a document that has already been created than to create, by committee, a new document. Efforts will be made to review the newly merged outlines (Busenbark/Davidson) and each member will provide input of any topics that they feel should be included.</p> <p>Ms. Rademacher expressed that, given there is an aggressive timeline that the task force faces, it may be beneficial to present an outline of recommendations with the understanding that a richer document would be developed at a later date. Dr. Busenbark restated the charge that the Task Force had been assigned:</p> <p style="padding-left: 40px;">The specific charge appointed to the task force is to examine, evaluate and make recommendations concerning the best practices for managing the behavior and discipline for pupils with disabilities, to identify what the task force perceives to be activities that ought to be prohibited--recognizing that the task force does not make legislation--and how parents would be noticed whenever there was an issue regarding behavior management/discipline.</p> <p>Dr. Davidson echoed this statement that if the Task Force focused on whatever parameters make up a good climate of prevention, rather than any specific program, then that allows for flexibility for schools to modify the program as they see fit.</p> <p>Ms. Reycraft asked if it were possible for the committee to continue to meet after the drafting of the document to be presented on August 20. The purpose of the continuation would be to enrich the final document or to consider the implementation issues for schools once they have considered the recommendations of the Task Force.</p> <p>Dr. Busenbark asked whether the group would discuss, in addition to Seclusion and Restraint, two practices that are permissible in the State of Arizona – Long-Term Suspension/Expulsion and Corporal Punishment. The group decided that these items should be discussed in the document.</p>	

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4. Presentation, discussion and consideration to assign members specific tasks related to the duties of the Task Force.	<p>Mr. Remus recapped the committee discussion by pointing out the assigned tasks that have been delegated:</p> <p>Dr. Davidson will send by email, a copy of his outline form to Dr. Busenbark so that she may begin to synthesize the two documents. Dr. Busenbark stated that the initial draft of the document would be ready by close of business on Wednesday, July 29.</p> <p>Each Task Force member must read the draft copy prior to the next meeting, July 30, 2009. At that meeting, the group will flesh out the body of the document and provide any additional information that they feel is relevant to the issues.</p> <p>Teri Rademacher was nominated and accepted the role of editor once the final draft is ready for presentation.</p>	<p>4. Dr. Davidson will send his outline to Dr. Busenbark.</p> <p>Dr. Busenbark will draft a document that combines the outlines by July 29, 2009.</p> <p>Each committee member must read the draft prior to attending the meeting on July 30, 2009.</p> <p>Ms. Rademacher will serve as editor for the final document.</p>
5. Presentation and discussion regarding future meeting dates.	<p>The next meetings are scheduled for:</p> <p>Thursday, July 30 10:00 a.m. – 3:00 p.m. 1535 W. Jefferson, Room 417 Phoenix, AZ 85007</p> <p>Friday, August 14 9:00 a.m. – 5 p.m. 2005 N. Central Ave, Room 100 Phoenix, AZ 8500416</p>	5.



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6. Call to the public.	<p>Mr. Remus welcomed and thanked everyone for attending and asked the public audience to please introduce themselves.</p> <p>Valerie Andrews-James, ADE/ECSE</p> <p>Ms. Andrews-James commented that often the focus of committee work is the K-12 education system and asked the committee to please keep in mind that pre-school and early intervention is key to the issue at hand. Please keep pre-K education as a focus for the members of the Task Force.</p> <p>Lauren Buhrow, ADE/ESS Dispute Resolution</p> <p>Ms. Buhrow stated that in her current position and in previous work experience in law enforcement and as an investigator for the Board of Education in unprofessional conduct, she has heard much of the downsides to the issues that come from not having policies in place.</p> <p>Dottie Fitzpatrick, Parent</p> <p>Ms. Fitzpatrick is the parent of two boys with ASD and a future special educator. She stated that her experience as an intern in special education she has noticed a disconnect from the experiences she has had as a parent of students with disabilities. She is not an informed parent as far as notification from the schools when incidents occur. She is pleased to see that parental consent is a focus of the task force. Ms. Fitzpatrick would like to see more training for more of the staff in schools to ensure that what is happening in the schools is being reported in an accurate and timely manner.</p> <p>Barb Ross, Parent</p> <p>Ms. Ross is the parent of two children with disabilities and has attended the meeting because she is concerned with what the committee will put forth and what hopefully will be appropriately implemented in the schools.</p>	6.

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7. Adjourn	Mr. Remus adjourned the meeting at 2:35 p.m.	7. .